

## **Solid Waste & Recycling Curriculum**

### **Project PSA**



# Project PSA

## Optional Video Project

### Public Service Announcements

# Project PSA

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## Project PSA

### Master Materials List

Student workbooks are used for every lesson. In nearly every lesson the white board and dry erase markers are used. Should you be inclined, transparencies can be made and used on an overhead projector with water based markers.

1	Demo PSA DVD
1	Video camera
1	Video tape (for recording)
1	DVD player
1	Television set

Students may want to use props for their public service announcements. Teachers should request that students provide these materials.

**Upon completion of taping, the footage will need to be edited. Computers with editing capability will be required.**

**The instructor may also wish to burn a DVD of the public service announcements. Computers with this capability will be required.**





# Project PSA

## Nevada Standard Alignment

The following standards listed are those of the State of Nevada.

Unlike the Solid Waste & Recycling Curriculum, the list below is a summary of all six lessons. The standards are also restricted to science and language arts.

Science		Language Arts	
N.5.B.2	L.5.C.3, L.5.C.4	4.5.7, 7.5.5, 8.5.1, 8.5.2, 8.5.3, 8.5.4	5.5.1, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.5.7

This series of lessons is designed to have a language arts focus based on scientific information previously studied.





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# Project PSA

## References

Hampton, C., (2003). *Preparing Public Service Announcements*. Retrieved April 23, 2006 from [http://ctb.ku.edu/tools/en/sub\\_section\\_main\\_1065.htm](http://ctb.ku.edu/tools/en/sub_section_main_1065.htm)





## **MEDIA RELEASE FORM**

I hereby give permission to the Nevada Division of Environmental Protection /news media to photograph/videotape/interview my child. It is my understanding that this photograph/video/interview or portions thereof will be used for public view.

I agree to participate in these projects without financial remuneration, and I understand that this releases the NDEP /photographer/videographer/interviewer from any future claims, as well as from any liability, arising from the use of the said photograph/video/interview.

Name of Child: \_\_\_\_\_

(please print or type)

Address: \_\_\_\_\_

City, State, ZIP: \_\_\_\_\_

Signature of parent or guardian: \_\_\_\_\_

Date: \_\_\_\_\_

### **Explanation to Parents: Media Release Form**

The Nevada Division of Environmental Protection is developing an educational and public outreach program. In doing so, there will be times when the media may request a taping in a successful classroom or an interview with a student, teacher, or administrator.

In trying to promote solid waste reduction and recycling in Nevada, members of NDEP may also photograph or videotape students, teachers, or administrators. The photographs, interviews, or videos may be used in public service announcements, put on official NDEP websites, or used in promotion.

This media release form will serve as permission to post such information as needed.



## Project PSA

# Lesson 1

## This is Your Brain...

Intro to PSA / Writing

Support Document	Teaching Strategies	<b>PSA-11</b>
Lesson 1	Lecture / Activity	<b>PSA-13</b>
Support Document	Guidelines	<b>PSA-16</b>
Support Document	Example PSA	<b>PSA-19</b>
Support Document	Rubric	<b>PSA-22</b>
Support Document	Student Worksheets	<b>PSA-25</b>





## Solid Waste & Recycling Curriculum

### Project PSA

Lesson 1

#### Teaching Strategies

# This is Your Brain...

## Intro to PSA / Writing

### Teaching Strategies

#### **Small Group Discussion**

The small group work is effective for all levels of learners. The discussion of the broad topics will allow all students to participate. It will also allow individual students to hear another classmate's ideas in a more relaxed setting (they will not be afraid of sharing information).

#### **Rubrics**

The use of a detailed rubric will allow the students to understand exactly what they are being asked to do. In this lesson, there is one rubric that can be applied to all three writing options.

The rubric will allow the instructor to easily grade the student's work. For more advanced classes, the instructor may want the students to grade their own work.

#### **Lecture**

This strategy is effective for all levels of learners.

During the lecture, an alternative may be to use the overhead (use student worksheet as a transparency)

#### **Worksheets**

Worksheets are provided to guide the students through the lesson. The lead teacher may prefer the students to take their own notes.

For below level learners and special ed, the teacher may consider having the worksheets filled out for these students. This would be done before class by the teacher or by having an advanced student help.

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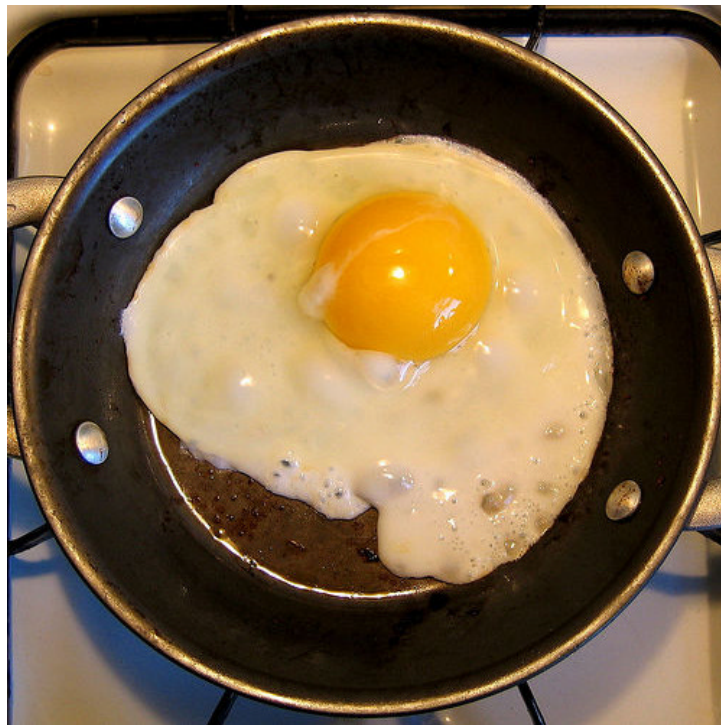
**Tip: The student worksheet can be made as a transparency for group discussion.**



**Lesson Time:**  
**60 minutes**

# **This is Your Brain...**

**Public Service Announcements**



## **Objective**

Students will apply information acquired in previous class periods to write a public service announcement.

## Materials Needed

30	Single subject notebooks
6	Dry erase markers
1	White board
1	Television set
1	DVD player
2	Example PSA DVD from curriculum

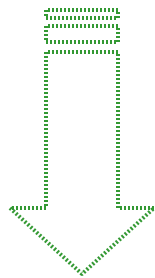
## Anticipatory Set

Write the lesson objectives on the white board.

Discuss with the students what the objectives of the lessons are.

Objective: You will apply information acquired in previous class periods to write a public service announcement.

Distribute handouts (or workbooks).



## Introduction:

“We are now going to take all of the knowledge we have gained in this class and use it to create public service announcements. Let’s start today by discussing what a public service announcement is...and what I am going to expect from you.”

## Modeling / Guided Practice

1. Discuss what a public service announcement is.  
(See support document)
2. Discuss the basic writing guidelines and the key points in their writing.  
(See support document)
3. Discuss the rubric that will be used for assessment.  
(See support document)
4. Using the DVD player and the television set, show the students a few of the public service announcements. (Be sure to show Steel Can Thief.)
5. Divide the class into 7 groups.
6. Assign each group a subject for writing the PSA.
7. If there is time, have the students form their groups to begin brainstorming.

### Closure:

1. Stress the use of the rubric.
2. Tell the students they will continue work next time.
3. Deadline is the beginning of Lesson 4

### Independent Practice

1. Not applicable.





## Solid Waste & Recycling Curriculum

### Project PSA

Lesson 1

#### Support Document

# This is Your Brain...

## Public Service Announcements

### Public Service Announcement

A public service announcement resembles a television commercial at first glance, but differs in a number of ways.

One way a PSA is different is it is used to promote the idea or agenda of a non-profit organization. The goal is not to sell a product.

We are going to use our PSAs as a call to action for the community to recycle.

### Basic Writing Guidelines

Have the students write for a 30 second spot. (After editing and effects the announcement will probably be between 45 seconds and 75 seconds.)

For a 30 second spot have the students limit the number of words to 60 - 75.

The PSA must have the following:

“Brought to you by (lead teacher’s class).”

“Brought to you by NDEP.”

A hook.

One or two facts about the assigned recycling subject.

## **Key Points in Writing**

Language should be simple and vivid.

Contain a call to action.

Contain a hook.

A hook is a phrase that is used to help the public remember the message you are trying to get across.

Examples are:

“This is your brain. This is your brain on drugs. Any Questions?”

“A mind is a terrible thing to waste.”

“You could learn a lot from a dummy.”

The students should only focus on one or two facts about their subject.

The script should contain:

Subject


Hook

Cast

Props

Dialog + stage direction

**Check the facts the students use!**



### **Subjects to assign**

Landfills  
Product Packaging  
Composting  
Paper Recycling  
Plastic Recycling  
Aluminum / Steel Recycling  
Glass Recycling



## Solid Waste & Recycling Curriculum

### Project PSA

Lesson 1

#### Support Document

# This is Your Brain...

## Public Service Announcements

### **EXAMPLE**

#### **Steel Can Thief**

#### **Subject:**

**Aluminum / Steel Recycling**

#### **Hook:**

**You want to be hip? You want to get real? Remember to recycle your aluminum and steel.**

#### **Cast:**

Tony – Super Hero  
John – Steel Can Thief  
Sierra – Store Clerk  
Christopher – Recycling Officer

#### **Costumes and props:**

Sierra: apron, nametag, steel cans  
Chris: mustache, hat, badge  
John: bandana, beanie, sweater  
Tony: cape, yellow recycling bin

Script:

Sierra: (At clerk's table) (Chris walks up) (Sierra scans item)  
"That will be \$3.50"

Chris: (Pays for items, collects them, and moves off screen)

John: (Runs in from off screen to the clerk's table)  
"Give me that steel!"  
(Grabs a steel can and runs off screen toward the camera)

Sierra: (Visibly upset)

Tony: (Dramatic entrance in super hero cape)  
"What are you crying about?"

Sierra: "John the Cracker Man stole my tin. By the way you might find it in the yellow recycling bin with the aluminum."

Tony: "I'm on it!"  
(Runs off screen past the camera)

SCENE MOVES TO OUTSIDE

John: "Now that I have this awesome can with the metal seam down the side, I can eat the crackers inside!"  
(Looks inside the can. Finds no crackers. Throws can on the ground)

Chris: (Enters scene. Speaks to John)  
"Did you just throw that can on the ground?"

John: "Yeah. So?!?"

Sierra: (Enters scene. Picks up steel can from the ground.)  
"Hey, that's my steel!"  
(Exits scene)

### SCENE MOVES TO INSIDE

Chris, John, Tony, and Sierra are lined up facing the camera.

John is tied to a chair.

Tony is holding the yellow recycling bin.

Sierra has the steel can.

Everyone: “You want to be hip, you want to be cool, remember to recycle your aluminum and steel!”

Sierra: (Drops the steel can in the bin)

Tony: (Holding the yellow bin)

“This message has been brought to you by Mrs. Serpa’s 5<sup>th</sup> grade class and the NDEP”

John: (Leans over to Tony)

“All rights reserved”

FADE OUT

**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 1**

**This is Your Brain...**

**Date:**\_\_\_\_\_

**Teacher Copy – For scoring the PSAs**

**This is Your Brain...-- PSA Rubric**

	<b>0</b>	<b>Needs Work 1</b>	<b>Approaching Expectations 2</b>	<b>Meets Expectations 3</b>
<b>Subject</b>	PSA does not cover assigned topic.			PSA covers assigned topic.
<b>Call to action</b>	PSA does not call audience to action			PSA calls audience to action
<b>Hook</b>	PSA does not have hook.	PSA has hook that does not relate to topic		PSA has hook that relates to topic
<b>Dialog &amp; Stage Direction</b>	Missing dialog or stage direction	Some spoken lines are identified by speaker. Some stage direction and location are written in parenthesis.	Some spoken lines are identified by speaker. All stage direction and location are written in parenthesis OR All spoken lines are identified by speaker. Some stage direction and location are written in parenthesis	All spoken lines are identified by speaker. All stage direction and location are written in parenthesis.
<b>Recycling Facts</b>	Contains no facts about assigned topic.		Contains 1 fact about assigned topic.	Contains 2 or more facts about assigned topic.

# Solid Waste and Recycling Curriculum

## Project PSA

Name: \_\_\_\_\_

### Lesson 1

### **This is Your Brain...**

Date: \_\_\_\_\_

### **This is Your Brain...-- PSA Rubric**

	<b>0</b>	<b>Needs Work 1</b>	<b>Approaching Expectations 2</b>	<b>Meets Expectations 3</b>
<b>Organization And Preparedness</b>	Team does not have PSA written by day assigned. Team is not ready to film on day assigned.		Team does not have PSA written by day assigned. Team is ready to film on day assigned. OR Team has PSA written by day assigned. Team is not ready to film on day assigned.	Team has PSA written by day assigned. Team is ready to film on day assigned.
<b>Attitude</b>	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).
<b>Working with Others</b>	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.
<b>Time-management</b>	Rarely gets things done by the deadlines because of this person's inadequate time management.	Tends to procrastinate, but always gets things done by the deadlines.	Usually uses time well throughout the project, but may have procrastinated on one thing.	Routinely uses time well throughout the project to ensure things get done on time.
<b>Focus on the task</b>	Rarely focuses on the task and what needs to be done. Lets others do the work.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Consistently stays focused on the task and what needs to be done. Very self-directed.



**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 1**

**This is Your Brain...**

Date: \_\_\_\_\_

**This is Your Brain...-- PSA Rubric**

	SCORE
<b>Subject</b>	
<b>Call to action</b>	
<b>Hook</b>	
<b>Dialog &amp; Stage Direction</b>	
<b>Organization And Preparedness</b>	
<b>Attitude</b>	
<b>Working with Others</b>	
<b>Time-management</b>	
<b>Focus on the task</b>	

Total points earned:	Total possible: <b>27</b>	Percent:
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# **Solid Waste and Recycling Curriculum**

## **Project PSA**

**Name:**\_\_\_\_\_

### **Lesson 1**

### **This is Your Brain...**

**Date:**\_\_\_\_\_

**Objectives:** I will apply information acquired in previous class periods to write a public service announcement.

### **Key Points in Writing Your PSA**

Language should be simple and vivid.

Contain a call to action.

Contain a hook.

A hook is a phrase that is used to help the public remember the message you are trying to get across.

Examples are:

“This is your brain. This is your brain on drugs. Any Questions?”

“A mind is a terrible thing to waste.”

“You could learn a lot from a dummy.”

Focus on two facts about your subject.

The script should contain:

Subject

Hook

Cast

Props

Dialog + stage direction

**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 1**

**This is Your Brain...**

Date: \_\_\_\_\_

**This is Your Brain...-- PSA Rubric**

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# Solid Waste and Recycling Curriculum

## Project PSA

Name: \_\_\_\_\_

### Lesson 1

### This is Your Brain...

Date: \_\_\_\_\_

### **This is Your Brain...-- PSA Rubric**

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3
<b>Organization And Preparedness</b>	Team does not have PSA written by day assigned. Team is not ready to film on day assigned.		Team does not have PSA written by day assigned. Team is ready to film on day assigned. OR Team has PSA written by day assigned. Team is not ready to film on day assigned.	Team has PSA written by day assigned. Team is ready to film on day assigned.
<b>Attitude</b>	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).
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<b>Focus on the task</b>	Rarely focuses on the task and what needs to be done. Lets others do the work.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Consistently stays focused on the task and what needs to be done. Very self-directed.

# **Solid Waste and Recycling Curriculum**

## **Project PSA**

Name: \_\_\_\_\_

### **Lesson 1**

### **This is Your Brain...**

Date: \_\_\_\_\_

#### **Steel Can Thief**

Subject:

**Aluminum / Steel Recycling**

Hook:

**You want to be hip? You want to get real? Remember to recycle your aluminum and steel.**

Cast:

Tony – Super Hero  
John – Steel Can Thief  
Sierra – Store Clerk  
Christopher – Recycling Officer

Costumes and props:

Sierra: apron, nametag, steel cans  
Chris: mustache, hat, badge  
John: bandana, beanie, sweater  
Tony: cape, yellow recycling bin

Script:

Sierra: (At clerk's table) (Chris walks up) (Sierra scans item)  
"That will be \$3.50"

Chris: (Pays for items, collects them, and moves off screen)

John: (Runs in from off screen to the clerk's table)  
"Give me that steel!"  
(Grabs a steel can and runs off screen toward the camera)

Sierra: (Visibly upset)

Tony: (Dramatic entrance in super hero cape)  
"What are you crying about?"

**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 1**

**This is Your Brain...**

**Date:**\_\_\_\_\_

Sierra: “John the Cracker Man stole my tin. By the way you might find it in the yellow recycling bin with the aluminum.”

Tony: “I’m on it!”

(Runs off screen past the camera)

SCENE MOVES TO OUTSIDE

John: “Now that I have this awesome can with the metal seam down the side, I can eat the crackers inside!”

(Looks inside the can. Finds no crackers. Throws can on the ground)

Chris: (Enters scene. Speaks to John)

“Did you just throw that can on the ground?”

John: “Yeah. So?!?”

Sierra: (Enters scene. Picks up steel can from the ground.)

“Hey, that’s my steel!”

(Exits scene)

SCENE MOVES TO INSIDE

Chris, John, Tony, and Sierra are lined up facing the camera.

John is tied to a chair.

Tony is holding the yellow recycling bin.

Sierra has the steel can.

Everyone: “You want to be hip, you want to be cool, remember to recycle your aluminum and steel!”

Sierra: (Drops the steel can in the bin)

Tony: (Holding the yellow bin)

“This message has been brought to you by Mrs. Serpa’s 5<sup>th</sup> grade class and the NDEP”

John: (Leans over to Tony)

“All rights reserved”

FADE OUT

**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 1**

**This is Your Brain...**

**Date:**\_\_\_\_\_

**Writing My PSA DRAFT 1**

Subject:

Important Facts:

Group Members (cast):

Costumes & Props:

**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 1**

**This is Your Brain...**

**Date:**\_\_\_\_\_

**Writing My PSA    DRAFT 1**

Dialog and Stage Direction:



**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 1**

**This is Your Brain...**

**Date:**\_\_\_\_\_



Project PSA

## Lesson 2

# Pen to Paper

PSA Writing

Support Document	Teaching Strategies	<b>PSA-35</b>
Lesson 2	Lecture / Activity	<b>PSA-37</b>
Support Document	Student Worksheets	<b>PSA-41</b>





### Teaching Strategies

# Pen to Paper

## PSA Writing

### Teaching Strategies

#### **Small Group Discussion**

The small group work is effective for all levels of learners. The discussion of the broad topics will allow all students to participate. It will also allow individual students to hear another classmate's ideas in a more relaxed setting (they will not be afraid of sharing information).

#### **Rubrics**

The use of a detailed rubric will allow the students to understand exactly what they are being asked to do. In this lesson, there is one rubric that can be applied to all three writing options.

The rubric will allow the instructor to easily grade the student's work. For more advanced classes, the instructor may want the students to grade their own work.

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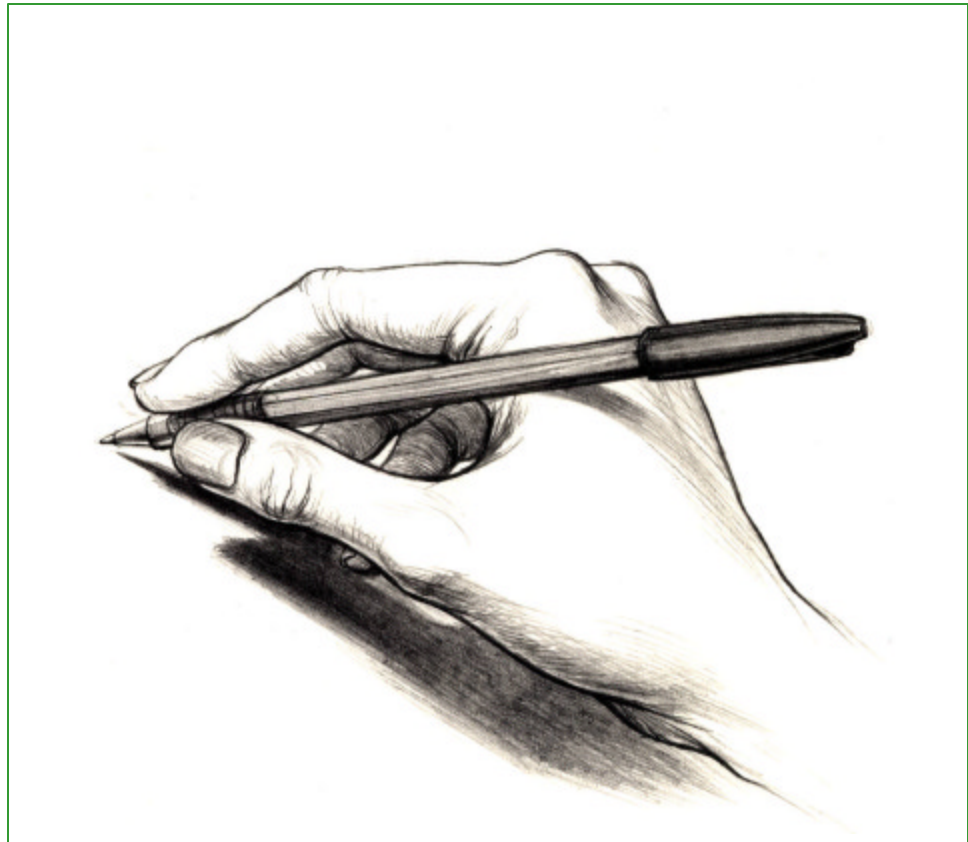
**Tip: The student worksheet can be made as a transparency for group discussion.**



**Lesson Time:**  
**60 minutes**

# Pen to Paper

PSA Writing



## Objective

Students will apply information acquired in previous class periods to write a public service announcement.

## Materials Needed

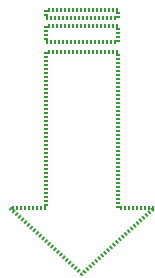
30	Single subject notebooks
6	Dry erase markers
1	White board

## Anticipatory Set

Write the lesson objectives on the white board.  
Discuss with the students what the objectives of the lessons are.

Objective: You will apply information acquired in previous class periods to write a public service announcement.

Distribute handouts (or workbooks).



## Introduction:

“Today we are going to continue working on writing our Public Service Announcements.”

## Modeling / Guided Practice

1. Have the class get into their groups.
2. Remind the students to refer to the notes and rubric from last class.
3. Scaffold for support. Answer questions as they arise.

### Closure:

1. Stress the use of the rubric.
2. Tell the students they will continue work next time.
3. Deadline is the beginning of Lesson 4

### Independent Practice

1. Not applicable.





**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 2**

**Pen to Paper**

**Date:**\_\_\_\_\_

**Objectives:** I will apply information acquired in previous class periods to write a public service announcement.

**Writing My PSA DRAFT**

Dialog and Stage Direction:

**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 2**

**Pen to Paper**

**Date:**\_\_\_\_\_



## Lesson 3

# Pen to Paper to Practice

PSA Writing / Rehearsal

Support Document	Teaching Strategies	<b>PSA-45</b>
Lesson 3	Lecture / Activity	<b>PSA-47</b>
Support Document	Student Worksheets	<b>PSA-51</b>





### Teaching Strategies

# Pen to Paper to Practice

## PSA Writing / Rehearsal

### Teaching Strategies

#### **Small Group Discussion**

The small group work is effective for all levels of learners. The discussion of the broad topics will allow all students to participate. It will also allow individual students to hear another classmate's ideas in a more relaxed setting (they will not be afraid of sharing information).

#### **Rubrics**

The use of a detailed rubric will allow the students to understand exactly what they are being asked to do. In this lesson, there is one rubric that can be applied to all three writing options.

The rubric will allow the instructor to easily grade the student's work. For more advanced classes, the instructor may want the students to grade their own work.

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**Tip:** The student worksheet can be made as a transparency for group discussion.





## Solid Waste & Recycling Curriculum

### Project PSA

Lesson 3

**Lesson Time:**  
60 minutes

# Pen to Paper to Practice

PSA Writing / Rehearsal



## Objective

Students will apply information acquired in previous class periods to write a public service announcement.



## Materials Needed

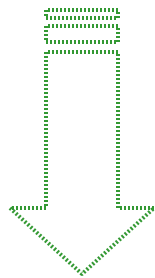
30	Single subject notebooks
6	Dry erase markers
1	White board

## Anticipatory Set

Write the lesson objectives on the white board.  
Discuss with the students what the objectives of the lessons are.

Objective: You will apply information acquired in previous class periods to write a public service announcement.

Distribute handouts (or workbooks).



## Introduction:

“Today we are going to continue working on writing our PSAs. Today is the last day to put your final draft together. Today is also the only day that we will have to rehearse. We start filming next class.”

## Modeling / Guided Practice

1. Have the class get into their groups.
2. Remind the students to refer to the notes and rubric from the first class.
3. Scaffold for support. Answer questions as they arise.
4. Provide time for rehearsing.
5. Scaffold for support. Answer questions as they arise.

### Closure:

1. Stress the use of the rubric.
2. Deadline is the beginning of Lesson 4
3. Filming begins next time. Remind them to bring any props if they have them.

### Independent Practice

1. Not applicable.



**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 3**

**Pen to Paper to Practice**

**Date:**\_\_\_\_\_

**Objectives:** I will apply information acquired in previous class periods to write a public service announcement.

**FINAL DRAFT**

**Writing My PSA**

Subject:

Important Facts:

Group Members (cast):

Costumes & Props:

**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 3**

**Pen to Paper to Practice**

**Date:**\_\_\_\_\_

Dialog and Stage Direction:

**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 3**

**Pen to Paper to Practice**

**Date:**\_\_\_\_\_

**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 3**

**Pen to Paper to Practice**

Date: \_\_\_\_\_

**This is Your Brain...-- PSA Rubric**

	SCORE
<b>Subject</b>	
<b>Call to action</b>	
<b>Hook</b>	
<b>Dialog &amp; Stage Direction</b>	
<b>Organization And Preparedness</b>	
<b>Attitude</b>	
<b>Working with Others</b>	
<b>Time-management</b>	
<b>Focus on the task</b>	

Total points earned:	Total possible: <b>27</b>	Percent:
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## Lesson 4

# Lights, Camera, Action

PSA Filming

Support Document	Teaching Strategies	<b>PSA-57</b>
Lesson 4	Activity	<b>PSA-59</b>
Support Document	Rubric	<b>PSA-62</b>
Support Document	Student Worksheets	<b>PSA-65</b>







#### Teaching Strategies

# Lights, Camera, Action

## PSA Filming

### Teaching Strategies

#### **Small Group Discussion**

The small group work is effective for all levels of learners. The discussion of the broad topics will allow all students to participate. It will also allow individual students to hear another classmate's ideas in a more relaxed setting (they will not be afraid of sharing information).

#### **Rubrics**

The use of a detailed rubric will allow the students to understand exactly what they are being asked to do. In this lesson, there is one rubric that can be applied to all three writing options.

The rubric will allow the instructor to easily grade the student's work. For more advanced classes, the instructor may want the students to grade their own work.

#### **Playing Director**

This strategy is effective for all levels of learners.

During the filming, the teacher should provide direction. This will allow the teacher to keep control of the class. It will also allow for the PSAs to be filmed as the students wrote them.

---



Lesson Time:  
60 minutes

# Lights, Camera, Action

PSA F i l m i n g



## Objective

Students will act out and film previously written public service announcements.

## Materials Needed

30	Single subject notebooks
6	Dry erase markers
1	White board
1	Video camera
	Student requested props

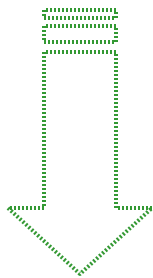
## Anticipatory Set

Write the lesson objectives on the white board.

Discuss with the students what the objectives of the lessons are.

Objective: You will act out and film previously written public service announcements.

Distribute handouts (or workbooks).



## Introduction:

“We are now going film the public service announcements that you have written. There is a rubric we are going to use to assess performance. Let us take a look at what is expected from you.”

## **Modeling / Guided Practice**

1. Discuss the rubric that will be used for assessment.  
(See support document)
2. Begin with any group. Arrange the room as necessary.  
(Go to the filming location as necessary.)
3. Select a student to act as cameraman.
4. Direct the filming based on the information in the written PSA.
5. Continue this pattern until the end of class or until all groups have finished.

---

### **Closure:**

1. Stress the use of the rubric.
2. Tell the students they will continue work next time, if necessary.
3. Filming needs to be finished at the end of the next class period (if necessary).

### **Independent Practice**

1. Not applicable.

**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 4**

**Lights, Camera, Action**

Date: \_\_\_\_\_

Teacher Copy – For scoring the PSA filming

**Lights, Camera, Action -- PSA Rubric**

	<b>0</b>	<b>Needs Work 1</b>	<b>Approaching Expectations 2</b>	<b>Meets Expectations 3</b>
<b>Awareness of Audience (Relates to target demographic)</b>	The vocabulary, writing, and camera work they chose did not fit their intended audience.	The vocabulary, writing, and camera work they chose sometimes fit their intended audience.	The vocabulary, writing, and camera work they chose mostly fit their intended audience.	The vocabulary, writing, and camera work they chose fit their intended audience.
<b>Speaks Clearly</b>	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.	Speaks clearly and distinctly most of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly all of the time and mispronounces no words.
<b>Knowledge of Lines and Roles</b>	Does not know lines and does not know role in the PSA.	Does not know lines and needs role direction OR Needs help with lines does not know role.	Knows all of lines and needs role direction OR Needs help with lines and knows role.	Knows all of lines and knows role in the PSA.
<b>Camera (Video)</b>	Does not shoot desired angles.	Sometimes shoots the desired angles with or without direction.	Mostly shoots the desired angles with direction.	Shoots the desired angles with no additional direction.

**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 4**

**Lights, Camera, Action**

Date: \_\_\_\_\_

**Lights, Camera, Action -- PSA Rubric**

	<b>0</b>	<b>Needs Work 1</b>	<b>Approaching Expectations 2</b>	<b>Meets Expectations 3</b>
<b>Organization And Preparedness</b>	Team does not have props, costumes, and cue cards prepared.	Team has some props, costumes, and cue cards prepared.	Team has most props, costumes, and cue cards prepared.	Team has all props, costumes, and cue cards prepared.
<b>Attitude</b>	Often is publicly critical of the project or the work of other members of the group.	Occasionally is publicly critical of the project or the work of other members of the group.		Never is publicly critical of the project or the work of others.
<b>Working with Others</b>	Rarely listens to, shares with, and supports the efforts of others.		Usually listens to, shares, with, and supports the efforts of others.	Almost always listens to, shares with, and supports the efforts of others.
<b>Enthusiasm</b>	Facial expression and body language depict boredom with the topic.	Facial expression and body language show some interest and enthusiasm about the topic.	Facial expression and body language show a strong interest and enthusiasm about the topic, but it is somewhat overdone.	Facial expression and body language show a strong interest and enthusiasm about the topic, but it is not overdone.
<b>Focus on the Task</b>	Rarely focuses on the task and what needs to be done. Lets others do the work.	Focuses on the task and what needs to be done some of the time.	Focuses on the task and what needs to be done most of the time.	Consistently stays focused on the task and what needs to be done.



**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 4**

**Lights, Camera, Action**

Date: \_\_\_\_\_

**Lights, Camera, Action -- PSA Rubric**

	SCORE
<b>Awareness of Audience (Relates to target demographic)</b>	
<b>Speaks Clearly</b>	
<b>Knowledge of Lines and Roles</b>	
<b>Camera (Video)</b>	
<b>Organization And Preparedness</b>	
<b>Attitude</b>	
<b>Working with Others</b>	
<b>Enthusiasm</b>	
<b>Focus on the task</b>	

Total points earned:	Total possible: <b>27</b>	Percent:
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**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 4**

**Lights, Camera, Action**

Date: \_\_\_\_\_

**Objectives:** I will act out and film previously written public service announcements.

**Lights, Camera, Action -- PSA Rubric**

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3
<b>Awareness of Audience (Relates to target demographic)</b>	The vocabulary, writing, and camera work they chose did not fit their intended audience.	The vocabulary, writing, and camera work they chose sometimes fit their intended audience.	The vocabulary, writing, and camera work they chose mostly fit their intended audience.	The vocabulary, writing, and camera work they chose fit their intended audience.
<b>Speaks Clearly</b>	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.	Speaks clearly and distinctly most of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly all of the time and mispronounces no words.
<b>Knowledge of Lines and Roles</b>	Does not know lines and does not know role in the PSA.	Does not know lines and needs role direction OR Needs help with lines does not know role.	Knows all of lines and needs role direction OR Needs help with lines and knows role.	Knows all of lines and knows role in the PSA.
<b>Camera (Video)</b>	Does not shoot desired angles.	Sometimes shoots the desired angles with or without direction.	Mostly shoots the desired angles with direction.	Shoots the desired angles with no additional direction.

**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 4**

**Lights, Camera, Action**

Date: \_\_\_\_\_

**Lights, Camera, Action -- PSA Rubric**

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3
<b>Organization And Preparedness</b>	Team does not have props, costumes, and cue cards prepared.	Team has some props, costumes, and cue cards prepared.	Team has most props, costumes, and cue cards prepared.	Team has all props, costumes, and cue cards prepared.
<b>Attitude</b>	Often is publicly critical of the project or the work of other members of the group.	Occasionally is publicly critical of the project or the work of other members of the group.		Never is publicly critical of the project or the work of others.
<b>Working with Others</b>	Rarely listens to, shares with, and supports the efforts of others.		Usually listens to, shares, with, and supports the efforts of others.	Almost always listens to, shares with, and supports the efforts of others.
<b>Enthusiasm</b>	Facial expression and body language depict boredom with the topic.	Facial expression and body language show some interest and enthusiasm about the topic.	Facial expression and body language show a strong interest and enthusiasm about the topic, but it is somewhat overdone.	Facial expression and body language show a strong interest and enthusiasm about the topic, but it is not overdone.
<b>Focus on the Task</b>	Rarely focuses on the task and what needs to be done. Lets others do the work.	Focuses on the task and what needs to be done some of the time.	Focuses on the task and what needs to be done most of the time.	Consistently stays focused on the task and what needs to be done.



## Lesson 5

# Lights, Camera, Action

PSA Filming  
Part 2

Support Document	Teaching Strategies	<b>PSA-69</b>
Lesson 5	Activity	<b>PSA-71</b>
Support Document	Student Worksheets	<b>PSA-75</b>





#### Teaching Strategies

# Lights, Camera, Action

## PSA Filming Part 2

### Teaching Strategies

#### Small Group Discussion

The small group work is effective for all levels of learners. The discussion of the broad topics will allow all students to participate. It will also allow individual students to hear another classmate's ideas in a more relaxed setting (they will not be afraid of sharing information).

#### Rubrics

The use of a detailed rubric will allow the students to understand exactly what they are being asked to do. In this lesson, there is one rubric that can be applied to all three writing options.

The rubric will allow the instructor to easily grade the student's work. For more advanced classes, the instructor may want the students to grade their own work.

#### Playing Director

This strategy is effective for all levels of learners.

During the filming, the teacher should provide direction. This will allow the teacher to keep control of the class. It will also allow for the PSAs to be filmed as the students wrote them.

---



Lesson Time:  
60 minutes

# Lights, Camera, Action

PSA Filming  
Part 2



## Objective

Students will act out and film previously written public service announcements.



## Materials Needed

30	Single subject notebooks
6	Dry erase markers
1	White board
1	Video camera
	Student requested props

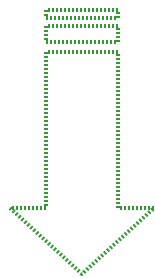
## Anticipatory Set

Write the lesson objectives on the white board.

Discuss with the students what the objectives of the lessons are.

Objective: You will act out and film previously written public service announcements.

Distribute handouts (or workbooks).



## Introduction:

“Today is going to be the last day of filming for our public service announcements.

Lets get things rolling!”

## **Modeling / Guided Practice**

1. Discuss the rubric that will be used for assessment, if necessary.  
(See support document)
2. Begin with any remaining group. Arrange the room as necessary.  
(Go to the filming location as necessary.)
3. Select a student to act as cameraman.
4. Direct the filming based on the information in the written PSA.
5. Continue this pattern until the end of class or until all groups have finished.

---

### **Closure:**

1. Stress the use of the rubric.
2. Tell the students they will be viewing the finished PSAs next class period.

### **Independent Practice**

1. Not applicable.



**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 5**

**Lights, Camera, Action**

Date: \_\_\_\_\_

**Objectives:** I will act out and film previously written public service announcements.

**Lights, Camera, Action -- PSA Rubric**

	SCORE
<b>Awareness of Audience (Relates to target demographic)</b>	
<b>Speaks Clearly</b>	
<b>Knowledge of Lines and Roles</b>	
<b>Camera (Video)</b>	
<b>Organization And Preparedness</b>	
<b>Attitude</b>	
<b>Working with Others</b>	
<b>Enthusiasm</b>	
<b>Focus on the task</b>	

Total points earned:	Total possible: <b>27</b>	Percent:
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**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

**Lesson 5**

**Lights, Camera, Action**

**Date:**\_\_\_\_\_



Project PSA

## Lesson 6

### Oscar

PSA viewing

Lesson 6

Activity

**PSA-79**

Support Document    Course completion  
certificate



**Lesson Time:**  
**30 minutes**

## Oscar



### Objective

Students will view the public service announcements that they wrote, filmed, and starred in.



## Materials Needed

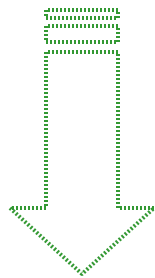
30	Single subject notebooks
6	Dry erase markers
1	White board
1	Television set
1	DVD player
2	PSA DVD from curriculum

## Anticipatory Set

Write the lesson objectives on the white board.

Discuss with the students what the objectives of the lessons are.

Objective: You will view the public service announcements that they wrote, filmed, and starred in.



## Introduction:

“Today is the final lesson of our Public Service Announcements group of lessons. We will be viewing them and discussing each piece.”

## Modeling / Guided Practice

1. Discuss what a public service announcement is.  
(review from lesson 1)
2. Using the DVD player and the television set, show the students one of the public service announcements.
3. When the PSA is done, discuss:
  - Writing
  - Performance
  - Accuracy of information.
  - Whether it would make an effective “real” PSA

### **Closure:**

1. Thank the students.
2. Pass out the course completion form.

### **Independent Practice**

1. Not applicable.

